

Hilderthorpe Primary School

Address: Shaftesbury Road, Bridlington, YO15 3PP

Unique reference number (URN): 135700

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils' achievement reflects the school's close attention to early reading. Over time, the school's published outcomes show that pupils achieve above the national average in the Year 1 phonics screening check. In the early years, children develop the knowledge and skills they need for future learning.

By the end of key stage 2, pupils' outcomes in national tests in reading, writing and mathematics are close to the national average, including for disadvantaged pupils. Outcomes in grammar, punctuation and spelling sit just below the national average. Leaders have prioritised securing writing accuracy and making language, spelling and grammar a sharper focus in writing sessions.

Pupils develop secure knowledge in reading, writing and mathematics. They talk confidently about these subjects. They learn across a broad range of subjects, although their recall in some subjects is less secure. Pupils can name key topics, vocabulary or facts but sometimes find it harder to explain ideas accurately and remember learning over time. Overall, they are well prepared for the next stage.

Curriculum and teaching

Expected standard 

Leaders have prioritised making sure that pupils learn the important knowledge they need to build on as they move through the school. Leaders have clearly set out what they expect pupils to learn in writing so that their achievement matches that in reading. As a result of suitable training, teachers have a detailed subject knowledge. Teaching places considerable emphasis on communication and language. Staff use high-quality interactions and ambitious vocabulary to help pupils express themselves confidently.

In key stage 2, this same focus on vocabulary, along with well-structured lessons, helps pupils to learn the ideas and methods they need in English and mathematics. The impact of recent changes to the writing, spelling, punctuation and grammar curriculum can be seen in the improving quality of pupils' work. Staff provide effective support so that pupils, including those with special educational needs and/or disabilities, can keep up with the same learning as their peers.

Leaders have also adapted the wider curriculum so it suits the school's current organisation and needs. Teachers ensure pupils learn what they need to know in each subject. However, learning in some subjects is not broken down into smaller steps as clearly. Pupils do not always have enough chances to revisit new content. This means some pupils do not always remember or explain new ideas as securely.

Early years

Expected standard 

The curriculum is carefully designed to address children's different starting points and help them secure important knowledge across areas of learning. There are purposeful systems to check the progress children make. Staff know what children need to learn and practise next.

Staff involve parents and carers in their child's learning. Provision is engaging and high quality. Children focus well, and adults intervene seamlessly to move learning on through Nursery and Reception.

Children develop early communication skills through frequent, purposeful interactions with adults. Children are eager to share their work. For example, they delight in naming inventors and their inventions, using ambitious language accurately. Children are curious and confident.

Early reading is taught consistently well. Adults model sounds clearly and check understanding. They help children with special educational needs and/or disabilities access the same learning as others. Work to ensure similarly high expectations of children's writing has started well. Children have plenty of opportunities to develop pencil grip and to form letters correctly. Staff support children when they make errors and provide many opportunities for them to practise and be successful. Leaders are securing this aspect of the curriculum so that children are as well prepared for Year 1 in writing as they are in other areas.

Inclusion

Expected standard 

Leaders place inclusion at the centre of their work. Leaders and staff know pupils and families well and use a range of systems to identify needs early and coordinate support. These include additional support sessions, regular pupil progress discussions and close links between teaching, pastoral and safeguarding teams.

Regular training supports staff in keeping expectations high while ensuring work is suitably matched to what pupils know and can do, particularly for pupils with special educational needs and/or disabilities. Pupils feel that they belong. Pupils accessing 'The Hub' work well alongside each other on their individual targets in a calm and supportive environment. A wide range of visual, sensory and adult prompts are in place to support pupils, who talk about how these strategies help them to be successful.

Leaders consult with a wide range of agencies to secure appropriate help for pupils and families. If external services are not immediately available or additional input is required, leaders provide interim support for pupils within the school, especially for speech and language needs. Leaders make skilful use of pupil premium funding to provide disadvantaged pupils with effective pastoral and academic support.

Leadership and governance

Expected standard 

Leaders have a clear commitment to inclusion and safeguarding and they respond thoughtfully to the needs of their local community. Their detailed understanding of the local community and pupils' starting points has helped them shape a curriculum that gets pupils off to a successful start.

Leaders know pupils and families well and have established systems to identify any additional needs that pupils may have. Leaders coordinate support and respond quickly when pupils need extra help. Where leaders have identified weaknesses, for example in handwriting or support for pupils with special educational needs and/or disabilities, they

have taken appropriate action to address these. There are effective connections with wider agencies.

Effective partnerships between school leaders, governors and the local authority support school improvement. Governors carry out their statutory duties effectively. Leaders and governors share an accurate understanding of recent challenges caused by staffing changes, vacancies and adjustments in governance and senior leadership roles. Leaders have prioritised providing consistency for pupils. Recruitment plans are in process, and some staff have taken on new responsibilities, which is helping to provide the stability needed. Leaders have systems that help them stay focused on the priorities that matter most.

There is a comprehensive plan of training and development for staff to ensure consistency and confidence in how the curriculum is taught and how pupils' needs are supported, particularly when staff are new or temporary. Leaders and governors carefully consider the wellbeing and workload of staff. They set clear expectations that help staff feel valued and able to carry out their roles well.

Personal development and wellbeing

Expected standard 

Leaders have established a well-sequenced personal development programme that is rooted in care and teaches pupils how to be safe and successful in the world they live in. The school provides opportunities and experiences that pupils enjoy and remember. Regular work with organisations such as the Royal Society for the Protection of Birds, the Royal National Lifeboat Institution, the Children's University and the emergency services broadens pupils' understanding of the world. The 'Hilderthorpe 100 Passport' ensures every pupil benefits from wider cultural and enrichment experiences that broaden their knowledge and vocabulary.

The curriculum teaches pupils about the risks they may face and how to manage them. Pupils are confident to speak to adults about concerns they have themselves, or about others, because they understand how this ensures that everyone gets the help they need. The effective pastoral support pupils receive, along with the bespoke support provided for disadvantaged pupils, such as sessions in The Hub and at the start of the day, help pupils feel proud and successful in school.

Spiritual, moral, social and cultural education is woven through the curriculum and reinforced through a well-planned assembly programme. Assemblies also teach about and promote respect for different people, families and communities, as well as British values and cultural diversity. Pupils articulate the positive impact this has on inclusivity within the school. They demonstrate respectful attitudes towards one another. Leaders respond thoughtfully to pupils' views, using the school council to inform the development of clubs and opportunities.

The school is committed to raising aspirations, including through meaningful links with York University and local businesses during their career fairs. Well-judged adaptations ensure that pupils with special educational needs and/or disabilities can access all the experiences planned. Pupils are keen to talk about their futures and the careers they hope to have.

Needs attention

Attendance and behaviour

Needs attention 

Attendance remains below national averages, and too many pupils regularly miss school, particularly those who are disadvantaged. Leaders respond promptly when pupils do not attend school. They have systems in place to check on pupils from the first day that they are absent. Leaders closely analyse attendance information so they know which pupils need extra help attending. Leaders work with families to challenge reasons for absence and provide ongoing support to help them understand the importance of regular attendance. This work is beginning to make a difference for a small proportion of pupils.

Expectations of pupils' behaviour are high. Systems are effective because they are well understood by staff and pupils, and because staff know pupils well. Staff use a wide range of strategies to teach pupils about behaviour and emotions. Daily check-ins with vulnerable pupils motivate them to do their best. Adults respond quickly and supportively when behaviour does not meet expectations. Classrooms are calm. Pupils have positive attitudes to learning. They listen carefully to staff and trust them to help when they find things difficult. Pupils trust that adults would not allow any form of discrimination to go unaddressed.

What it's like to be a pupil at this school

Positive, lively interactions are part of day-to-day life for pupils. They feel well known and supported by adults. Pupils say the school is friendly and that they feel safe and cared for. Pupils are confident that staff listen to them and act if they have concerns. Pupils explain that, when rare incidents of bullying are reported, staff deal with them quickly and resolve any issues.

The school day starts calmly and with clear, consistent routines. The youngest children arrive happily, follow routines independently and settle quickly into purposeful activities. Across the school, staff help pupils manage their emotions and engage positively in learning. The 'soft-landing' session helps pupils begin the day in a settled and positive way. Despite leaders' work with families to improve attendance, many pupils continue to miss too many days of school.

Pupils value the pastoral and wellbeing support they receive, particularly those who have additional needs. For example, a lunchtime club in the library provides a calm space with activities such as reading, creative play and construction materials. Pupils use this space purposefully and say it helps them feel settled and included during less structured times of the day.

Pupils enjoy their learning and engage actively in lessons that are generally well matched to their needs and abilities. Teachers typically check pupils' learning and understanding so that they can respond to any gaps. Typically, pupils achieve well in reading, writing and mathematics. An emphasis on vocabulary, right from the start, helps pupils describe their learning in detail. Children in the early years talk about what they have learned with

accuracy and enthusiasm. Pupils recall some aspects of the wider curriculum less well because they do not always have enough opportunities to revisit and embed new learning.

Next steps

- Leaders should further strengthen their work to help families and pupils understand the importance of regular attendance and how this affects pupils' future opportunities. Through this, leaders should increase the proportion of pupils who attend school regularly.
 - Leaders should ensure that the key knowledge that pupils need to know and remember in wider curriculum subjects is clearly identified and sequenced. They should ensure that pupils revisit prior learning so that they build secure understanding over time.
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About this inspection

The chair of the board of governors in this school is Reverend Anne White.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher and other staff during the inspection. The lead inspector also met with members of the local governing body, including the chair, and the local authority school improvement partner. Inspectors spoke to pupils, visited a wide range of lessons and looked at pupils' work across curriculum subjects.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Sarah Hall

Lead inspector:

Kate Rowley, Ofsted Inspector

Team inspectors:

Eleanor Belfield, His Majesty's Inspector

Neil Butler, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

School and pupil context

Total pupils

331

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

509

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

52.43%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.23%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.31%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	61%	Close to average
2024/25 (revised)	57%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	56%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	72%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	72%	Close to average
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	72%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	73%	Close to average
2024/25 (revised)	65%	74%	Below
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	74%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	46%	Close to average
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	54%	46%	Close to average
2022/23 (final)	44%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	64%	63%	Close to average
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	69%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	59%	Close to average
2024/25 (revised)	68%	59%	Close to average
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	63%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	60%	Close to average
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	61%	59%	Close to average
2022/23 (final)	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	68%	-19 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	54%	67%	-14 pp
2022/23 (final)	44%	66%	-23 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-14 pp
2024/25 (revised)	64%	81%	-17 pp
2023/24 (final)	64%	80%	-15 pp
2022/23 (final)	69%	78%	-10 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	78%	-13 pp
2024/25 (revised)	68%	78%	-10 pp
2023/24 (final)	64%	78%	-13 pp
2022/23 (final)	63%	77%	-15 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-19 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	61%	79%	-19 pp
2022/23 (final)	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.8%	5.2%	Above
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	7.2%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	21.0%	13.3%	Above
2023/24 (3 term)	22.4%	14.6%	Above
2022/23 (3 term)	22.9%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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